

# **CPSE 452 - Eff Tch Str: M/M Disabilities**

**Fall 2017**

**Section 001: 160 MCKB on T Th from 9:00 am - 10:15 am**

## **Instructor/TA Info**

### **Instructor Information**

**Name:** JoAnn Munk  
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**TA Information**

**Name:** Adam Richardson  
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### **Course Information**

#### **Description**

Students will design and implement instructional planning and teaching strategies to meet the educational needs of students with mild/moderate disabilities.

#### **Prerequisites**

This course is to be taken after CPSE 425 and CPSE 403.

#### **Learning Outcomes**

##### **Characteristics of students with mild/moderate disabilities**

Describe educational characteristics of students with mild/moderate disabilities.

##### **Components of the Individualized Education Program (IEP)**

List and describe the components of a standards-based IEP.

##### **Utah Core Curriculum for mathematics**

Demonstrate understanding of the Utah core curriculum for mathematics.

##### **Standards-based planning**

Write standards-based PLAAFP statements, IEP and unit goals, and lesson objectives for case study students.

##### **Lesson planning for the effective teaching cycle**

Write scripted direct instruction lesson plans with recording methods for student achievement data.

##### **Enacting the effective teaching cycle**

Use direct instruction lesson plans to enact the effective teaching cycle with high student response rates, praise, and corrective feedback.

### **Informal curriculum based assessments**

Demonstrate how to design and collect data with curriculum based assessments, and how to use data to make instructional decisions for case study students.

### **Response to Intervention**

Describe the Rtl concept and process, and use progress-monitoring data to make Rtl decisions for case study students.

### **Evidence-based Practices**

Demonstrate how to deliver instruction using scripted directives, unison responding, and signals.

### **Introduction**

The role of an educator

### **Grading Scale**

<b>Grades</b>	<b>Percent</b>
<b>A</b>	94%
<b>A-</b>	90%
<b>B+</b>	87%
<b>B</b>	83%
<b>B-</b>	80%
<b>C+</b>	77%
<b>C</b>	73%
<b>C-</b>	70%
<b>D+</b>	67%
<b>D</b>	63%
<b>D-</b>	60%
<b>E</b>	0%

### **Grading Policy**

All assignments are to be submitted at the **beginning** of class on the due date. There will be a deduction in points of 10% per day for assignments turned in after the set due date. According to University Policy, assignments will **not** be accepted after the last day of class.

### **Participation Policy**

Each student is expected to maintain a positive and professional attitude in this course. Expectations include regular attendance, arriving on-time, being prepared and completing work assignments by due dates, collaborating and participating willingly, and staying until the appointed departure time. Please work with the professor if you will need to miss time in class. If there is a concern in any of these areas or other areas of professionalism, the student and the professor will meet to discuss the concerns and then submit a written plan to the program coordinator.

### **Attendance Policy**

Students are expected to attend every class period. Each **unexcused** absence will result in **3% deduction** from final grade. Absences must be cleared with the instructor via email. Patterns of arriving late or leaving early indicate a lack of professionalism and will also affect your final grade.

### **Concurrent Field Experience**

2017 Course Objectives.docx Download

## Assignments

### Assignment Descriptions

#### GoReact Sign Up

Due: Thursday, Sep 07 at 8:50 am

For some of the assignments in 452 you will need to submit a video of yourself teaching. Please join GoReact through this link:

<https://byu.goreact.com/join/bd6acd61-3356-4585-b3db-03c1a8e50580>

#### Reading #1

Due: Thursday, Sep 07 at 8:55 am

Read the article that is under Reading #1 in the content tab. Create a list of academic difficulties and accompanying accommodations that students with learning concerns might manifest in their early school instruction. During class discussion on learner characteristics, be prepared to share a minimum of two insights with your group.

2 points for difficulty (one in reading/writing/and math)

2 points for accommodations (one in reading/writing/and math)

Submit difficulties and accommodations in writing through Learning Suite

**Gibb & Dyches "Guide to Writing Quality IEPs"**

Due: Tuesday, Sep 12 at 8:55 am

Third Edition: Read & review pages 1-15 prior to class

Submit a brief (3-5 sentences) statement on *your thoughts* as to the role of the IEP in special education.

Submit on Learning Suite

#### Core Curriculum Search DUE

Due: Tuesday, Sep 12 at 8:55 am

CORECURRIASSIGNSHEET (2).docx Download

Access the USBE Common Core complete the worksheet provided.

USBE Common Core

#### Core Curriculum Information

Due: Tuesday, Sep 12 at 8:55 am

Log on the site listed below:

<http://www.corestandards.org/about-the-standards/frequently-asked-questions/>

As a small group (a team of two) review the information listed in the bolded topics. Prepare an objective discussion (4 parent questions & 4 teacher answers) you could have with a parent who is questioning the use of Core Standards in your school.

Complete this assignment in writing. Be prepared to present in class. Both team members will submit the same paper on Learning Suite. Remember to write your name and your teammate's name on your submission.

### **Gibb & Dyches "Guide to Writing Quality IEPs" 2**

Due: Thursday, Sep 14 at 8:55 am

Third Edition: Read & review pages 47-58 prior to class  
Write a sentence stating you read the assignment.  
Write the definition of standards-based IEP in your own words.  
Submit both (in one document) on Learning Suite

### **Written IEP Description**

Due: Thursday, Sep 14 at 8:55 am

Provide a description of the IEP by listing and describing each step in developing the IEP. List and describe the components of the IEP based Gibb & Dyches. (Approximately one page- single spaced.)

### **Gibb & Dyches "Guide to Writing Quality IEPs" 3**

Due: Tuesday, Sep 19 at 8:55 am

Third Edition: Read & review pages 59-74 prior to class  
Submit a statement through Learning Suite saying you read the outlined pages .

### **Case study & PLAAFP**

Due: Tuesday, Sep 19 at 8:55 am

Based on data provide in class write a case study student. Provide family background for student (3 points), and behavioral indicators (3 points). Create a can and can't skill list (3points) that will inform the present levels of academic achievement and functional performance (PLAAFP). Write a PLAAFP statement (3 points) with appropriate citing from the UT Core (3 points).

**Underline the what the student cannot do.**

Include names of *all* members in your group on your submission. ALL MEMBERS submit the SAME assignment to LS.

### **Reading 1A Task Analysis**

Due: Thursday, Sep 21 at 8:55 am

Read the article. Write a definition and the steps necessary to create a task analysis.

### **MAG quiz**

Due: Thursday, Sep 28 at 8:50 am

Administered in-class  
Format for writing an ABCD objective

### **Unit Task Analysis**

Due: Thursday, Sep 28 at 8:55 am

Complete the Unit Task Analysis

The template is posted under the Content tab, Unit Planning section.

Grade, Unit Title, PLAAFP (from previous assignment) = 1 point

IEP Annual Goal (written from the Core)= 4 points

3 Unit goals in ABCD format (Unit goals are rephrased/written from the

MASTERY patterns of aligned Core used above = 6 points

Choose one unit goal (state as topic, not ABCD)= .5

Task analyze skills = minimum of 5 @ .5 each = 2.5 points

Section VI, Daily Objective are not required for this submission.

### **Weekly Teaching Plan**

Due: Tuesday, Oct 03 at 8:55 am

Transfer the information from your Unit Task Analysis = 1 pt

Write the first 5 task analyzed lesson statements in ABCD format = 10 points

Write the name of your team member on your submission.

#### **Mock IEP**

Due: Tuesday, Oct 03 at 8:55 am

This is an in-class assignment to be completed in groups.

#### **In Class Unit Task Analysis**

Due: Tuesday, Oct 03 at 11:59 pm

In class assignment

#### **Unit Task Analysis & Weekly Teaching Plan**

Due: Thursday, Oct 05 at 11:59 pm

**Revised the Unit Task** assignment with PLAAFP, MAG, UNIT, and a minimum of 5 task analyzed steps is due. Corrections completed = **2 points**

**Revise the Weekly Teaching Plan** with corrections completed = 2 points

2017

#### **Reading 2 Direct Instruction (Kozloff) Reading Guide**

Due: Thursday, Oct 05 at 11:59 pm

Complete the accompanying Reading Guide that aligns to this reading assignment. Both are found under the Content tab.

#### **EBP IRIS module**

Due: Thursday, Oct 05 at 11:59 pm

Read the following IRIS module and then copy, past, complete and submit the *assessment* section of the IRIS module Evidence Based Practice Part 1.

[http://iris.peabody.vanderbilt.edu/module/ebp\\_01/](http://iris.peabody.vanderbilt.edu/module/ebp_01/)

### Reading 4 Prater Reading

Due: Tuesday, Oct 10 at 8:55 am

Read the posted chapter written by Dean Prater.  
Create a visual representation to depict your impression of lesson instruction from Anticipatory Set through Closure. Include a brief written description of each part of your visual.

### Teacher Direction Instruction Terms Worksheet

Due: Tuesday, Oct 10 at 11:59 pm

Teacher Directed Instruction Terms.docx Download  
Complete the worksheet

### Reading 3 See comments for your required reading

Due: Thursday, Oct 12 at 8:55 am

Read the article your team has been assigned as indicated below. Come class 10/12 having written three questions you had while reading the article and your response to those questions. Be prepared to *individually* discuss your assigned article. This is NOT a team effort.

A thru E Read: Principles of Instruction

F thru N Read: Other Direct Instruction Models

P thru W Read: Putting Students on the Path to Learning

#### Videos 1

Due: Thursday, Oct 12 at 8:55 am

Log on to the following Youtube site:

<https://www.youtube.com/watch?v=qXKHeeCeHHY>

This video provides introductory information to direct instruction.

After you have watched the video, write a statement that says you have viewed the video. Also, write a minimum of five sentences explaining the principles of direct instruction as described including new vocabulary with definitions.

#### DI Observation

Due: Thursday, Oct 12 at 8:55 am

Use the posted **DI Observation**. It is found on Learning Suite, Content, Rubrics. The first item found is the one you need to use, it is titled: 1. Direct Instruction Video and Self-evaluation Observation DI observation FORM.docx Download Heidi video: <https://vimeo.com/13363354>

Watch the "Direct Instruction HLA" video lesson. As you watch, fill out the **DI Form** based on the information from class discussions and Prater reading.

Share/write at least 5 specific observations of the effective teaching cycle in this teaching sequence. What did you see? What insight did you gain? How will you incorporate your observations into your teaching?

This is to be one page single spaced. (Double spaced between paragraphs.)  
Submit this write up through Learning Suite.  
Bring your completed **DI Form** to class on 10/12.

### **Lesson Task Analysis**

Due: Tuesday, Oct 17 at 8:55 am

Task analyze one objective from your Weekly Teaching Plan using a maximum of 5 steps.

Write as a group and bring hard copy to class. Include team members names.

ABCD objective = .5

Task Analysis = 2.5 points

### **Review/Opening Sections**

Due: Thursday, Oct 19 at 8:55 am

Bring a **hard copy** of the review and opening sections to class, each member of the group needs a copy. You will teach, video and self-evaluate.

Be prepared to teach your sections.

### **Videos 2**

Due: Thursday, Oct 19 at 8:55 am

Watch the following YouTube videos:

<https://www.youtube.com/watch?v=zdNwZ-TFtLc> Why use signals

<https://www.youtube.com/watch?v=Bvhem82RnEI> Some tips on signaling

As you watch these videos listen for words and examples of "cue, pause, signal." This is a strategy used to elicit student responses. To use this strategy you give a cue, for example, asking "what word" then there is a slight pause, followed immediately with a signal. After you have watch observe the technique, role play with your partner teaching a simple fact using cue, pause, signal. For example, you can ask "How many eggs are in a carton?" and then elicit a response. Try using different cues such as a snap, tap or hand gesture. Each team member take turns being the student and the teacher. After you role play, write a statement that says that you have viewed the videos with your partner and then a few sentences explaining how you have role played the task.

### **Reading 5 Stein**

Due: Thursday, Oct 19 at 11:59 pm

Submit a statement saying that you read the article and one meaningful point you learned.

### **Modeling Section**

Due: Tuesday, Oct 24 at 8:55 am

Bring a **hard copy** of the modeling section to class, each member of the group needs a copy. You will teach, video and self-evaluate.

### **Revised Review/Opening Sections**

Due: Tuesday, Oct 24 at 8:55 am

Submit revised review and opening sections of your lesson plan

### **Revised Modeling Section**

Due: Thursday, Oct 26 at 8:55 am

Submit the revised modeling section of your lesson plan.

### **Guided Practice-Early**

Due: Thursday, Oct 26 at 8:55 am

Bring a **hard copy** of the early guided practice section to class, each member of the group needs a copy.

You will teach, video, and self-evaluate your teaching.

Items on the rubric for this section are marked with an \*.

### **FALL TEACHING LAB: DI OBSERVATION**

Due: Thursday, Oct 26 at 8:55 am

Observe a Direct Instruction Lesson[2].docx [Download](#)

Turn in a hard copy with your mentors Initials on the form, then submit on Learning Suite your 1-2 page reflection

### **Video 3**

Due: Thursday, Oct 26 at 8:55 am

Watch Reading Mastery Video - Ch4 3.2 (Word Attack Columns 3-6), 3.3 (Word Attack error correction)

These videos show error correction procedures. Every time a student makes any type of error during a response, whether in a group or as an individual, you need to use an error correction procedure. An error correction should be promptly after an error is made and direct. As you watch, observe the strategies that that teacher uses. After you have watch observe the technique, role play with your partner teaching some simple facts to which the student replies with an incorrect response, when an incorrect response is given, promptly correct the error by telling them the correct answer and then ask them the question again. For example, you can ask "What is  $2+2=$ ,  $3+5=$   $1-4=$ , etc" After they give the correct response move on to the next problem and come back to the one that they missed so that they get the correct answers to mastery. Each take turns being the student and the teacher.

After you role play, write a statement that says that you have viewed the video with your partner and then a few sentences explaining how you have role played the task.

### **Revised Early Guided Practice**

Due: Tuesday, Oct 31 at 8:55 am

Submit revised group oral section of your lesson plan.

### **Guided Practice-Middle & Late**



Due: Tuesday, Oct 31 at 8:55 am

Bring a **hard copy** of the guided practice (middle and late sections) to class, each member of the group needs a copy. You will teach, video and self-evaluate.

**Final Independent Practice & Closing**

Due: Tuesday, Oct 31 at 8:55 am

Submit independent practice & closing sections of your lesson plan. This is to be a completed/final lesson plan that includes all sections of the effective teaching cycle that includes instructor feedback. Binder clip previous feedback and final copy.

This version is to include a **scripted correction procedure** for a "lack of knowledge (fact)" error in the middle (group oral) guided practice section. Script the student's incorrect response and the teacher's response.

**Teaching Independent Practice & Closing**

Due: Tuesday, Oct 31 at 8:55 am

Bring a **hard copy** of the independent practice and closing sections to class, each member of the group needs a copy. You will teach, video and self-evaluate.

**Revised Middle & Late Guided Practice PICKUP**

Due: Wednesday, Nov 01 at 8:55 am

Pick-up the revisions to your middle & late sections of guided practice.

**Self-assess teaching LP #1**

Due: Tuesday, Nov 07 at 8:55 am

Video yourself teaching your scripted lesson plan #1. Using the observation form provided, watch your lesson plan and fill in the observation form according to your performance.

2016: students watched and graded their team partner teaching their jointly written lesson plan.

Submit the video link from YouTube on Digital Dialog and turn in the observation form hard copy at the beginning of class Thursday, November 3.

**Final Copy LP #1**

Due: Tuesday, Nov 07 at 8:55 am

Combine the all sections of your lesson into one document and submit hard copy.

You will teach your lesson, observe, respond as a student, and video lessons of others in your group following the 12 point rubric.

**YELLOW teaching rubric**

Due: Tuesday, Nov 07 at 8:55 am

Complete the yellow rubrics that were handed out in class. Self-reflect on your teaching and set a teaching goal.

**Lesson plan #2**

Due: Tuesday, Nov 14 at 8:55 am

Submit lesson plan #2

This is an **individual** assignment. You will use one of the daily objectives from your group unit assignment, but you will write it without the support of your group.

**IRIS Module: Data based decision making**

Due: Tuesday, Nov 14 at 8:55 am

Complete the IRIS module and answer the Assessment questions.

<http://iris.peabody.vanderbilt.edu/module/dbi2/#content>

**Reading 6 - How Student Progress Monitoring Improves Instruction**

Due: Thursday, Nov 16 at 8:55 am

After reading the article in the content tab, define progress monitoring and describe any benefits to the student and teacher.

Two paragraph minimum

**Gibb & Dyches "Guide to Writing Quality IEPs" 4**

Due: Thursday, Nov 16 at 8:55 am

Third Edition: Read page 75-80

Second Edition: Read pages 59-64

READ THE PAGES LISTED AND POST A STATEMENT ON LS STATING THAT YOU COMPLETED THE READING

**FALL TEACHING LAB-TEACH, RECORD, AND OBSERVE DI LP**

Due: Tuesday, Nov 21 at 8:55 am

Teach\_Record\_Observe lesson.docx Download

**FALL TEACHING LAB- WRITE A DI LESSON PLAN**

Due: Tuesday, Nov 21 at 8:55 am

Write a Direct Instruction Lesson[2].docx Download

**Penmanship Teaching Video**

Due: Tuesday, Nov 28 at 8:55 am

**Memorize** the directives for capital letter "S" of the alphabet. Video yourself teaching the letter "S" from memory to at least one responding "student." Post on GoReact

7 points

**Create** and use a laminated lined penmanship teaching chart for this video. Keep the chart for use in Summer Practicum.

3 points

**Reading 7 TRI**

Due: Tuesday, Nov 28 at 11:59 pm

**IRIS UDL Assessment Questions**

Due: Tuesday, Dec 05 at 8:55 am

Universal Design for Learning IRIS Module

<http://iris.peabody.vanderbilt.edu/module/udl/challenge/#content>

Question #1- 1 point

Question #2- 1 point

Question #3- 3 points

Question #4- 2 points

Question #5- 3 points

**TRI Video**

Due: Tuesday, Dec 05 at 11:59 pm

Submit on GoReact

**Practical Video Exam**

Due: Thursday, Dec 14 at 10:15 am

Complete the observation form provided as you view the video posted on Learning Suite.

Return the completed observation form to the instructor.

**Final exam Part 2**

Due: Saturday, Dec 16 at 10:00 am

Meet in 160 MCKB at 7:00 am.

Content Tab, Final Exam Part 2. Complete and email to joann\_munk@byu.edu by 10:00 am, Saturday December 10, 2016.

**This is to be completed independently, without the use of notes or assistance of any type.**

**Final Exam - Part 1**

Due: Saturday, Dec 16 at 10:00 am

This is a three-part exam: Part 1 LS section of exam Part 2 Content Tab, titled Final Exam 2015- Part 2. Part 3 Direct instruction observation on LS, Content tab/Teaching Examples, view/Direction Instruction Math Hayley Haws using the provided form.

**Education in Zion DUE**

Due: Monday, Dec 18 at 8:55 am

Find a meaningful example of one of the 4 moral dimensions (discussed in class) while touring the exhibit and write a one page, single spaced reflection.  
3 points = find a meaningful example from the exhibit and describe how it aligns one of the four moral dimensions

5 points = as a future educator describe insights you gained on the importance of being a teacher

2 points = paper is free from spelling and grammatical errors

## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Preventing Sexual Misconduct**

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Schedule**

Date	TOPIC	INDIVIDUAL ASSIGNMENTS	GROUP ASSIGNMENTS
T Sep 05 Tuesday	Introduction, overview of calendar and syllabus Fall Teaching Lab integration Your role as a teacher of students with disabilities.		
Th Sep 07 Thursday	Objective #1 Learner Characteristics What do we know about children's learning difficulties with reading, writing, math? Objective #3 Learning about USOE curriculum standards <a href="https://www.schools.utah.gov/curr/core">https://www.schools.utah.gov/curr/core</a> Math Core <a href="https://www.schools.utah.gov/file/6cfa25d8-1c5b-4b87-9ee0-c02221e15f92">https://www.schools.utah.gov/file/6cfa25d8-1c5b-4b87-9ee0-c02221e15f92</a> <a href="https://www.youtube.com/watch?v=NxRg_r9HLg">https://www.youtube.com/watch?v=NxRg_r9HLg</a> Quick Access through UEN <a href="http://www.uen.org/core/">http://www.uen.org/core/</a>	<b>Reading #1</b> <b>GoReact Sign Up</b>	Utah Core Curriculum Search bookmark on your personal electronic devise.
T Sep 12 Tuesday	<b>Devotional: President Kevin J and Sister Peggy Worthen</b>  Objective #4 Writing PLAAFPS, IEP goals: Understanding the big picture.	<b>Core Curriculum Search DUE</b> <b>Gibb &amp; Dyches "Guide to Writing Quality IEPs"</b>	<b>Core Curriculum Information</b>
Th Sep 14 Thursday	Objective #2 & #4 Form learning teams. <b>Student case study</b> <b>PLAAFP</b> statements	<b>Written IEP Description</b> <b>Gibb &amp; Dyches "Guide to Writing Quality IEPs" 2</b>	

T Sep 19 Tuesday	<b>Devotional: Elder Richard J. Maynes</b>  Objective #4 <b>Annual Goals</b> for case study student Writing goal format	<b>Gibb &amp; Dyches "Guide to Writing Quality IEPs" 3</b>	<b>Case study &amp; PLAAFP</b>
Th Sep 21 Thursday	Objective #4 Task Analysis Sequencing lesson planning for direct instruction Guest: Ingrid Shurtleff, Provo District	<b>Reading 1A Task Analysis</b>	
T Sep 26 Tuesday	<b>Forum: Michael Ward</b>  Objective #4 Unit task analysis for case study student <b>Unit objectives</b>		
Th Sep 28 Thursday	Objective #4 Unit task analysis for case study student <b>Weekly teaching plan</b>	<b>MAG quiz</b>	<b>Unit Task Analysis</b>
T Oct 03 Tuesday	<b>Homecoming Opening Ceremony</b>  Objective #4 <b>Weekly teaching plan</b> Wrap up Unit Task Analysis and Weekly Teaching Plans <b>Mock IEP</b> on case study student	<b>In Class Unit Task Analysis</b>	<b>Mock IEP Weekly Teaching Plan</b>

Th Oct 05 Thursday	Objective #4 & #9 Evidence Based Practice Writing and teaching using direct instruction	<b>EBP IRIS module Reading 2 Direct Instruction (Kozloff) Reading Guide</b>	<b>Unit Task Analysis &amp; Weekly Teaching Plan</b>
<b>ASSIGNMENT WORK DAY</b>			
T Oct 10 Tuesday	<b>Devotional: Elder Carl B. Cook</b>  Objective #6 Direct Instruction & Effective Teaching Instruction on how to use Videos	<b>Reading 4 Prater Reading Teacher Direction Instruction Terms Worksheet</b>	
Th Oct 12 Thursday	Objective #5 & #6  Direct instruction, effective teaching cycle <b>Lesson task analysis</b>	<b>DI Observation Reading 3 See comments for your required reading</b>	<b>Videos 1</b>
T Oct 17 Tuesday	<b>Devotional: Carolyn Billings</b>  Objective #5 & #6 Lesson planning for direct instruction <b>Learn: Review, opening</b> sections <b>Independent Practice</b> worksheet		<b>Lesson Task Analysis</b>
Th Oct 19 Thursday	Objective #5 & #6 Lesson planning for direct instruction Teach and revise: Review/opening BRING HARD COPY	<b>Reading 5 Stein</b>	<b>Review/Opening Sections Videos 2</b>



	<b>Learn: Modeling</b> & cue, pause, signal		
T Oct 24 Tuesday	Objective #5 & #6 Lesson planning for direct instruction Teach and revise: Modeling BRING HARD COPY <b>Learn: Guided Practice</b> --early or group oral Fading	<b>Revised Review/Opening Sections</b>	<b>Modeling Section</b>
Th Oct 26 Thursday	Objective #5 & #6 Lesson planning for direct instruction Teach and revise: early Guided Practice BRING HARD COPY <b>Learn: Guided Practice</b> --middle or individual oral and late or individual written Error Correction	<b>Revised Modeling Section FALL TEACHING LAB: DI OBSERVATION</b>	<b>Guided Practice-Early Video 3</b>
T Oct 31 Tuesday	<b>Forum: David Axelrod</b>  Objective #5 & #6 Lesson planning for direct instruction Teach and revise: middle & late Guided Practice BRING HARD COPY <b>Learn: Independent Practice &amp; Closing</b> Error Correction Procedures	<b>Revised Early Guided Practice</b>	<b>Guided Practice-Middle &amp; Late Teaching Independent Practice &amp; Closing Final Independent Practice &amp; Closing</b>
W Nov 01 Wednesday	Corrections to your written Middle & Late Guided Practice will be ready for pick up by this date. Pick up in 340 MCKB by 8:00 am	<b>Revised Middle &amp; Late Guided Practice PICKUP</b>	

Th Nov 02 Thursday	Objective #5 & #6 & #7 Lesson planning for direct instruction Teach and revise: Independent Practice & Closing BRING HARD COPY Data Collection	
T Nov 07 Tuesday	<b>Devotional: Elder Wilford W. Andersen</b>  Teaching Direct Instruction Teaching demonstration of an entire lesson Teach entire lesson plan #1 and video	<b>Self-assess teaching LP #1</b> <b>Final Copy LP #1</b> <b>YELLOW teaching rubric</b>
Th Nov 09 Thursday	MID-TERM	
T Nov 14 Tuesday	<b>Devotional: Elder M. Russell Ballard</b>  Objective #7 Data-based decision making Guest: Julie Beckham, Nebo School District  Reporting Student Progress Receive Scripted Penmanship Directives	<b>IRIS Module: Data based decision making</b> <b>Lesson plan #2</b>
Th Nov 16 Thursday	Objective #5 & #6 & #7 Video Example of Effective Teaching Cycle and Data Collection	<b>Reading 6 - How Student Progress Monitoring Improves Instruction</b>

	<p>Objective #7 Recording data while teaching effective teaching cycle. Collecting and recording daily data. Making daily data based decisions. Curriculum Based Measurement.</p>	<p><b>Gibb &amp; Dyches "Guide to Writing Quality IEPs" 4</b></p>
	<p>Objective #9 Teaching from Scripted Programs Penmanship Scripted Directives</p>	
<p>T Nov 21 Tuesday</p>	<p><b>Friday Instruction</b></p>	<p><b>FALL TEACHING LAB- WRITE A DI LESSON PLAN FALL TEACHING LAB- TEACH, RECORD, AND OBSERVE DI LP</b></p>
<p>W Nov 22 Wednesday</p>	<p><b>No Classes</b></p>	
<p>Th Nov 23 Thursday</p>	<p><b>Thanksgiving</b>  No Class Happy Thanksgiving</p>	<p>NO CLASS</p>
<p>T Nov 28 Tuesday</p>	<p><b>Forum: Laurie Garrett</b>  Teaching Scripted Programs Targeted Reading Instruction</p>	<p><b>Reading 7 TRI</b>  Discuss Reading 7 and Overview of TRI materials</p>

		<b>Penmanship Teaching Video</b>
Th Nov 30 Thursday	Objective #9 Target Reading Intervention (TRI)	Hands on TRI practice to prepare for GoReact video
T Dec 05 Tuesday	<b>Devotional: Brother Brian K. Ashton</b>  Objective #8 Response to Intervention Multi-tiered Student Support (MTSS) Teaching academic skills in upper grades Guest: Megan Langford, Nebo School District	Universal Design for Learning (UDL) is an approach to instructional planning and lesson delivery that allows general and special education teachers to work together to accommodate a variety of learning needs within the general education classroom Click the link to learn more about UDL. Read pages 1-10 and complete the Assessment Questions. Post on LS <a href="http://iris.peabody.vanderbilt.edu/module/udl/challenge/#content">http://iris.peabody.vanderbilt.edu/module/udl/challenge/#content</a>
		<b>IRIS UDL Assessment Questions</b> <b>TRI Video</b>

Th Dec 07    Objective #7 & #9  
Thursday    TRI peer teaching with data collection

Debrief TRI video results

Peer mediated instruction

T Dec 12    **Devotional: Elder D. Todd Christofferson**  
Tuesday

Review    Planning – instruction – decision  
making – reporting

Flex day – everything completed?

Th Dec 14    Final Practical Exam in class                      **Practical Video Exam**  
Thursday

F Dec 15    **Fall Exam Preparation (12/15/2017 -**  
Friday       **12/15/2017)**

Sa Dec 16    **First Day of Fall Final Exams (12/16/2017 -**    **Final Exam - Part 1**  
Saturday     **12/21/2017)**    **Final exam Part 2**

Final Exam:  
160 MCKB  
7:00am - 10:00am

M Dec 18  
Monday

**Education in Zion DUE**

T Dec 19  
Tuesday

Th Dec 21  
Thursday